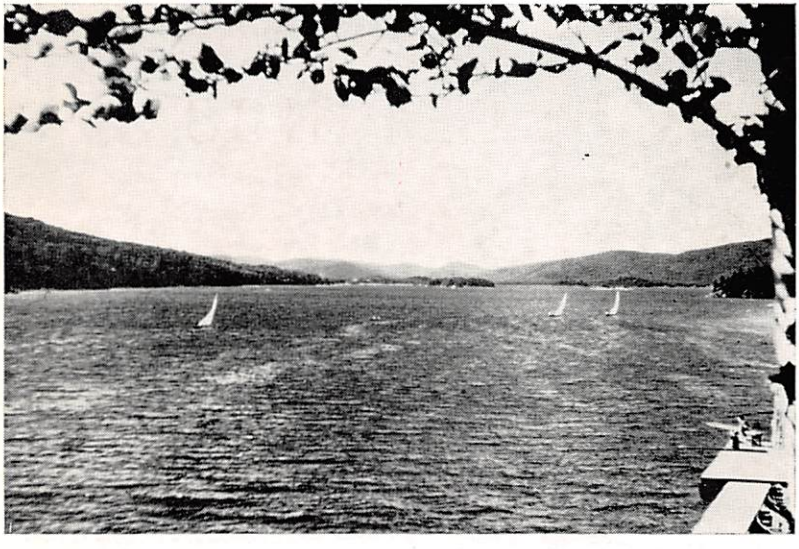
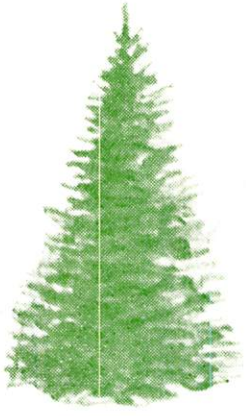
OFFICIAL PUBLICATION OF THE CANADIAN CAMPING ASSOCIATION

CANADIAN CAMPING

December 1965, TORONTO, CANADA





SEASONS GREETINGS

from

GIBBONS FOODS LIMITED

49 ADVANCE ROAD TELEPHONE 239-1421

TORONTO 18, CANADA

the confidence of our customers is our greatest heritage!

Eaton's of Canada has grown in size and importance on customer-confidence—on the faith the buying public places not only in the selections and values, but in the descriptions found in Eaton Advertisements. One of the first steps in customer-confidence is the realization that what an Eaton ad says about goods and prices can be trusted.

If we should have any doubts concerning claims of quality, the merchandise must be tested and the statements approved by our Research Bureau before the descriptions may be used. More important, perhaps than anything else in establishing customer-confidence in Eaton's advertising is the policy laid down by the founder of the firm—

"Goods Satisfactory or Money Refunded"

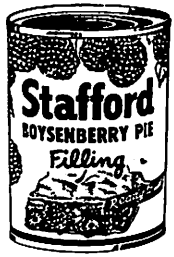
EATON'S OF CANADA

NOW

PIES FOR CAMPS

Wise camps use Stafford's pie filling and bake a pie in HALF THE TIME. Stafford's pie filling is ready-to-use. Just pour it in the pie shell, and pop it in the oven. Out comes a tender, flaky pie no camper can resist, with his favorite filling—pineapple, mincemeat, raisin, raspberry, blueberry, cherry, apple, boysenberry, apricot, peach or strawberry and rhubarb.

Do as the wise cooks do. Keep your campers full and happy with Stafford's delicious fruit pies.



Stafford FOODS LIMITED

37 Hanna Ave. - Toronto

BRANCHES:
MONCTON, MONTREAL, WINNIPEG, CALGARY, EDMONTON, VANCOUVER

REDBOOK MAGAZINE

Effective with the April 1966 issue
Redbook's base circulation goes to 4,300,000
Camp Directory in issues January thru' June
Redbook readers have confidence in the summer programs presented in this Directory.

For information and rates address:

Betsy Garrison, Director

REDBOOK'S CAMP DEPARTMENT

230 Park Avenue New York, New York 10017

(212)-983-8790

THE NATURE HUT

by Margaret Govan,
Camp Onawaw

This year we had a nature museum, just a small, rectangular cabin with many windows and a good supply of shelves. There was also a counsellor . . . which explains everything. The latter used the former in such a way that it became one of the most visited spots in camp—second only to the dining room. She equipped it with a couple of aquariums, some terrariums, and a microscope. She put all the reference books within easy reach.

She put guppies and snails and some ornamental fish in the aquariums. She hunted vainly for a salamander for the terrarium and finally bought a spotted one from a pet shop "which could be handled but not squeezed!" She set up an ant farm, and bred mosquitoes which were passed on to the salamander and whatever other reptiles had come on a visit.

The counsellor took the juniors and interested intermediates on foraging trips to collect for the museum—it went by the unassuming name of "nature hut"—and she welcomed all contributions. These began to stream in from anybody who had been out on a walk, or had noticed a moth or a spider and was brave enough to catch the same, and even from a local townsman who sent in a small collection of stones. Toads, frogs and snakes were released two days later—the snakes often left before that. George, the big bullfrog, having been caught three times, and released as many, moved his location. Campers became so used to handling toads that most counsellors had them in their beds!

The campers and the counsellor tried to make the proper habitat for beetles, spiders, caterpillars and dragon flies and of course there were plants, fungi, leaves, stones, natural curios and birds' nests. The counsellor used to leave reference books open beside a leaf or a mushroom, and always put up a picture of the latest bird reported. She helped the children gild or paint leaves, make leaf prints and mention moss gardens. She even had a demonstration of the formation of crystals.

By this time everybody was dropping in, including the hired men. And all visitors were shown over with pride.

The spot on the island which had been a deer yard was searched for antlers. These were then on loan to the museum. So were the two skulls discovered on walks. I wonder what the mothers said when these arrived home!

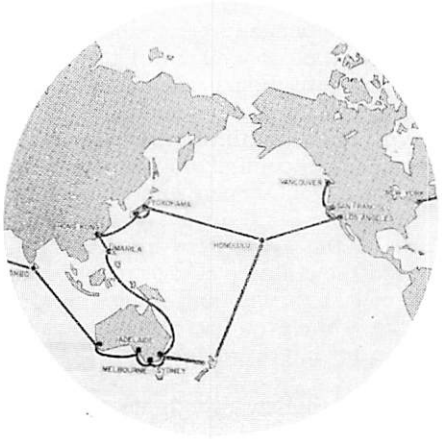
The weather was tackled—not that much was done to improve it; we had an awful summer in most parts of Ontario. But a home-made barometer and a wet and dry thermometer made their appearance. A large weather vane of a rooster, carved by the younger hired man, was attached to a roof top.

Scavenger hunts became nature hunts. And it was all good fun, very stimulating, and everybody discovered that nature was interesting.

The counsellor is being married in January! It would be so much easier to replace the nature hut!

—•

TRAVEL



Around The World

Join the 5th Anniversary event of the Camping Friendship Round the World Tours. Enjoy 60 unforgettable days with a small, congenial group in the Fall of 1966. The "different" itinerary includes areas off the beaten tourist track, in addition to well-known major centers.

Visit exotic Hawaii, the Fiji Islands, New Zealand, Australia, Ceylon, Greece, Italy, Switzerland, France, Netherlands, England.

Enjoy specially arranged meetings with camp directors of other lands. Swap ideas for unusual camp programs. Make contacts with new staff personnel.

Your tour conductors will be Mary and Howard Galloway, editors and publishers of CAMPING MAGAZINE. Size of group is limited, so please write now for colorful new brochure and full information.

Camping Friendship Round the World

Room 101, 5 Mountain Ave., N. Plainfield, N.J. 07060

BETTER BOOKS FOR BETTER CAMPING

Selected Resources

Camp Counseling	$6.25*
Campground Atlas of the United States and Canada	$3.00
Campground Guide	$2.95
Camping for Emotionally Disturbed Boys	75c
Camping Skills for Trail Living	$4.95
The C I T in Resident Camping	$1.25
Complete Book of Camping	$4.95
Family Camping (Sunset)	$1.75
Family Camping (Better Homes and Gardens)	$2.95
New Understandings of Leadership	$3.50
Silva Compass.....Type 6 Rambler—	$3.50
Stalking the Wild Asparagus	$4.95
The Book of Outdoor Winter Activities	$4.50
The Young Sportsman's Guide to Camping	$2.50
Training Camp Counselors in Human Relations	$3.75
Three Minute Devotions for Boys and Girls	$3.50
Wilderness Cookery	$3.95

A.C.A. Publications

Bibliography of Studies and Research in Camping and Outdoor Education—Single copies **$1.50**; 4-9 copies **$1.25**; 10 or more copies **$1.00.***

Bibliography of School Camping and Outdoor Education **50c**

Campcraft Instructor's Manual **$1.50**

Convention Highlights .....Members **$2.00** Non-Members **$3.00**

Research Monograph No. 1 (Therapeutic Camping) 35c

Spotlight on Drama in Camp—Single copies **75c**; 2-24 copies **60c**; 25-49 copies **50c**; 50 or more **40c.***

*Denotes no membership discount. Postage charges will be additional.

A.C.A. Members are entitled to a 10% discount (except where * appears on order form). Please fill in membership information in space provided.

Region..... Section.....

Name .....

Street .....

City, Zone, Prov. .....

Amount Enclosed: $.....

Please Send Invoice .....

American Camping Association

Inc.

BRADFORD WOODS

MARTINSVILLE — INDIANA

Foodcraft

Extra QUALITY PAYS . . .

and that is vouched for by the steadily growing number of camps whom we are privileged to supply year after year.

Our sincere appreciation and we extend to all this time-honoured greeting of the Season

MERRY CHRISTMAS
AND A
HAPPY NEW YEAR

FOODCRAFT LABORATORIES LIMITED

260 Richmond Street East Toronto 2, Ontario

DIRECT SERVICE ACROSS CANADA

Member — Canadian Camping Association

2,000,000 ✳
FAMILIES
WITH CHILDREN

Successful camp directors know that the path to desirable and responsive prospects for enrollment leads straight to Parents' Magazine—the only concentrated audience of families with children!

Young mothers and fathers look to Parents' for guidance in rearing healthy, happy children. They accept the authority of its editorial content; they believe in the integrity of its advertisers.

Help in camp selection is among Parents' most important services.

For qualified inquiries, and enrollments, place your message and your confidence in Parents' Magazine. For rates and details, write or phone Josephine E. Chrenko, Director School and Camp Department, PARENTS' MAGAZINE, *52 Vanderbilt Avenue, New York, N.Y. 10017—212-685-4400*

✳ CIRCULATION ABC GUARANTEED

K & N TRAVEL SERVICE

AIRLINE, STEAMSHIP AND
TRAIN TICKETS
HOTEL RESERVATIONS
BAGGAGE AND FLIGHT INSURANCE

157 Bay St.
Toronto 1, Ontario - Tel. 366-0728

Also Offices in Montreal & Winnipeg

FOR SALE

Children's camp, 750 acres, South Central Ontario. 3 miles lakefront. 28 buildings, full facilities for 250 persons, including riding, tennis, basketball, archery, canoeing, water-skiing, riflery, archery, golf, drama, arts and crafts, many others. Presently operating, full clientele and staff. Reasonably priced, financing.

Box 729, Can. Camping, 170 Bloor St. W.

Wholesale Medical Supplies . . .

Medical Equipment
First Aid Requirements
Drugs and Medicines

•

Low Prices **Fast Service**

•

STARKMAN CHEMISTS
459 Bloor St. W. - Toronto
WA. 2 - Twenty-One - Twenty-One

IT'S **FREE** IT'S **BIG** IT'S **NEW**

It's Canada's Most Complete Leathercraft Catalog

IT'S TANDY'S NEW BIG 100 PAGE CATALOG
PLUS EXCITING NEW CAMP SUPPLEMENT
RUSH COUPON TODAY TO:

TANDY CLARKE & CLARKE

P.O. BOX 340-AG **BARRIE, ONTARIO**

Name .....

Address .....

City ..... Prov. .....

RUSH COUPON TODAY

CANADIAN CAMPING

Vol. 18 DECEMBER, 1965 No. 1

TABLE OF CONTENTS

The President Reports		10
Last Summer, Next Summer	Margaret Govan	11
Sermons Under the Sun	Don Groff	14
The Camp Staff Manual		16
The Day Camp Counsellor	Allan Goldenberg	19
Future Staff-in-Training Now	Ron Johnstone	26
Forum (Camp Conference News)		28
The Camp Library Shelf		29

Cover Cut — Courtesy Camp Ouareau

CANADIAN CAMPING ASSOCIATION

4036 West 30th Ave.,
Vancouver 8, B.C.

Honorary President — Miss Mary Edgar

Past Presidents
Taylor Statten, Toronto
Dais L. Gass, Montreal
Anne I. Vail, Montreal
W. E. (Ted) Yard, Toronto
Irwin Haladner, Toronto
F. M. VanWagner, Montreal
Kenneth H. Murray, Montreal
Don Smith, Edmonton

President
Mrs. May Brown, Vancouver

Senior Vice-President
Gordon McNab, Vancouver

Vice-Presidents
Miss Marilyn Fane, B.C.
Mrs. H. Roessingh, Alta.
Robert Douglas, Man.
Mrs. J. H. Ebbs, Ont.
Robert Lazanik, Que.
Rev. David Hartry, N.S.

Executive Secretary
Mrs. Charles (Peggy) Etchell
3845 West 14th Ave.,
Vancouver 8, B.C.

Secretary
Rev. Ernie T. Loreen
167 West 26th Avenue,
Vancouver 10, B.C.

Treasurer
Richard Caswell
New Westminster

Publisher, Canadian Camping
Fred Haiblen,
170 Bloor St. West, Toronto
924-7117

Editorial Committee—
Don Groff, Chairman, Katherine Anson, Joyce Bertram, Eanswythe Flynn, Margaret Govan, Bruno Morawetz, Eugene Kates, Kirk Wipper, Ted Yard.

"CANADIAN CAMPING" IS PUBLISHED FOUR TIMES A YEAR BY THE CANADIAN CAMPING MAGAZINE CO. FOR THE CANADIAN CAMPING ASSOCIATION AT 170 BLOOR ST. WEST, TORONTO, ONTARIO. SUBSCRIPTION PRICES: MEMBERSHIP IN THE CANADIAN CAMPING ASSOCIATION INCLUDES CANADIAN CAMPING: TO NON-MEMBERS, 75 CENTS PER COPY, $2.75 PER YEAR, $8.00 FOR THREE YEARS. AUTHORIZED AS SECOND CLASS MAIL, POST OFFICE DEPARTMENT, OTTAWA, ONT., AND FOR PAYMENT OF POSTAGE IN CASH.

THE PRESIDENT REPORTS . . .

"COMMUNICATION" — a message, a news item, the interchange of knowledge, or the means of passing from place to place.

We hear so often that lack of communication is the problem which faces national organizations in Canada. Is this really the case? A letter can travel from Montreal to Vancouver in one day, reports can be mimeographed at very little expense and sent out to interested groups. In the course of every day business people are constantly moving from one part of the country to another.

No—communication is a relatively easy matter in this day of jets and zerox machines. However, our national structure must be strengthened if we are to accomplish the tremendous task ahead of us. Every provincial branch of the Canadian Camping Association has a responsibility to devote some volunteer time to national undertakings. We cannot leave the work to any one group.

Has your provincial branch appointed a corresponding member for the Editorial Committee, as requested at the last annual meeting? The Ontario Association has for years provided the working members for this committee.

Has your provincial branch appointed a chairman and committee for the Cross Canada Centenary Journey? John Latimer and his National Committee are working hard to make this project a reality.

Has your provincial branch sent the minutes of your meetings to the national office so that the executive can keep up to date on your activities?

This is not just a reminder, this is a plea for national awareness. A plea to all provincial associations to assist in the work of the Canadian Camping Association. Your national executive has a number of projects under way but they need your opinions and support.

To bring you up to date on Association news:

—In July a brief was sent to the Fitness and Amateur Sport Directorate of the Department of National Health and Welfare on behalf of the Association. It stated that in 1964 approximately 180,000 campers and 15,000 staff attended our member camps. Under the criteria for administrative grants our Association was able to request one-half economy air fare for one delegate from each branch to attend the Annual Meeting of the Association, plus assistance towards office expenses up to $500. This was the first request submitted by the Canadian Camping Association for support under this programme and we feel sure that it will be given every consideration.

—The Association has received two complimentary copies of the Family Camping film and filmstrips—French and English. These were presented to us by the Information Services of the Department of National Health and Welfare in appreciation of the excellent work done by Don Groff who was a consultant. The French version will be handled by the office of the Association Des Camp Du Quebec in Montreal, the English version by the national office in Vancouver. If your branch would like to see films or filmstrips produced on other topics, do let us know. We feel sure that more material of this nature would be useful to our members.

page 30 please

LAST SUMMER
NEXT SUMMER

by Margaret Govan,
Camp Onawaw

Camp is over for the 1965 season. The last child has been collected by the parent who was "unavoidably delayed." A great peace has descended upon the camp site. (The counsellors have gone to town for a meal.) I should be very happy, immensely relieved, and I am—but I'm not. I'm haunted by the picture of the future. What have we done, my staff and I, to prepare our campers for the strange new world of tomorrow?

I know that we have given them a respite from the present, the competition, the tensions, the intricacies of life today. (Also from T.V.!) I know that the individual campers have received conscientious, kindly concern, support, stimulation, opportunities for development, for making friends, and for adventure, all in a sympathetic climate. So what?

The question that is bothering me is: Is this enough? What about tolerance, for example? In a world growing smaller day by day, and more crowded, tolerance and understanding and a readiness to share will be absolute necessities if we are to survive at all.

"I just can't stand her," says Mary.

"They aren't my type at all," shouts Wendy.

"Who do they think they are!" Cabin three is on the warpath.

If these virtues are to be promoted, we'll need a large number of work and play projects which bring campers into close relationship with each other. Nor should they always be in the same groups, although campers do require a closely knit group as home base.

We'll need to cultivate easy relationships among staff, between staff and campers, and among campers. A relaxed, comfortable atmosphere will have to be created and maintained in which such relationships can thrive. And where does that begin? With me, I expect. For two months I must always get up on the right side of the bed, always show a "pleasant morning face," never allow indigestion or a bad night or the weather to get me down. The self-discipline which is required here—I cringe when I think of it!

But the staff must also work at this atmosphere, as they relate to their cabins, when they take out a trip, when they teach a skill. It follows that I must select a certain kind of person for a counsellor; his working conditions must give him room to do his job, and his equipment must be sufficient; he must have time off, encouragement and understanding and a pat on the back for work well done.

Attitudes of tolerance, understanding and sharing have to be strengthened and interpreted through friendly discussion and talking. Lots of talking. This requires time allowance—as much a part of the program as meals, and bed, and activities (although not scheduled as such!).

We'll need to arrange for interesting, out-going visitors from varied back-

grounds and places. (We are in an enviable position with so many students from far away places, but they have to be screened. A visitor who cannot put himself across is far worse than no visitor at all.) Everybody from the youngest camper to the oldest staff member must have adequate opportunities to meet and talk informally with visitors. The visitor has to be prepared for this in advance, and to understand the outspokenness of children.

"If you bow in Japan instead of kissing, and you bow to say 'how-do-you-do?' and 'good-bye', how does the other person know what you mean?"

Then there's flexibility. We'll need that all right when our world can change in a few hours. Young children are not flexible. They find it difficult to adjust to new plans; they have already projected themselves into the old ones—so most of them are ardent conservatives. And the older campers —with the exception of the odd ball— are all trying to be as alike as the proverbial peas. How do we teach them to accept change and enjoy it?

Let's experiment and use our imaginations. Let's go and look for adventure and do the unpredictable. How can we break into routine, some of which is so necessary for "security"? What can we do that's different? Let's collect ideas all winter long, and be ready and prepared to produce them at the drop of a hat. Of course we won't use a tenth of them, but even a tenth would be worth the effort. Campers seldom come up with new ideas; they want to repeat the successful projects of last year. But they'll meet us more than halfway once we start this kind of a program. Enthusiasm and good leadership are prime ingredients but that goes without saying. (This doesn't mean citified projects and ideas; they are old hat too.)

Those great big chunks of spare time which are to be part of everybody's life —perhaps we are already preparing for them as we teach skills and hobbies and participation. Better underline that last word.

I am tired of hearing about trips where the counsellors do all the cooking and send the campers out for wood, where the sterning is always done by C.I.T.s, counsellors or guides. Can't a counsellor enjoy the trip vicariously, even to the extent of being a passenger! Otherwise how are the campers who do not become C.I.T.s or counsellors, to learn the skills?

And plays and choirs which weed out the would-be actors or non-singers! Of course the plays and the choruses won't be as good. But almost all campers can hear the best on the radio, the record player or from the stage. What are we anyhow — schools of drama or music? (This is not aimed at the camps which specialize; campers go to them knowing what to expect.)

Campers must have a chance to try a variety of crafts, to work with several media; it needn't cost much—paper, wood whittling, clay from the nearby clay pit, sand casts. And to do their own work! No camper could be satisfied with something which the crafts counsellor finished.

Sometimes we need cheering sections and audiences, but in so far as it is possible, campers should be given opportunities (with their age level in mind) and urged to participate wholeheartedly.

Every camper who goes home equipped with a skill which he can continue to use has a tool for the age of automation. Every camper who achieves a satisfying goal in a new skill is more ready to try something else.

What are those automation machines going to do to government by the people, for the people? A very few people will hold enormous power in

their hands. All the rest of us run the danger of becoming statistics, digits in one of those machines to be moved about like chess men. So ways and means must be found to enable people to have some part in their own destinies, and also to help them realize what can happen, and take action in order to meet the situation. Campers must learn to make decisions, carry them out, talk about them. How much practice do they get in this sort of thing?

We have tried. But some campers resent making plans and rebel against it as a waste of time.

"You're our counsellor; you are supposed to have the ideas." So said one senior.

When you start a discussion, there is so much muddled thinking, going off at tangents, evading the point. So decision-making becomes a long, drawn out affair, sometimes ending in a fight. I suppose it all depends upon the purpose of "time." What's it for? How can it best be spent? Our own values must come into this. Do we want to enable persons to practise democracy? There are so few opportunities for them to try this out! It is surprising what can evolve from the muddled thinking, and how quickly campers get the idea, given some encouragement.

As we need to struggle with our values and our philosophy, so do the campers—if they have any. It must be confusion beyond confusion these days to hear adults preach certain standards and to be aware of what is going on in today's world. The community presses so hard upon the young. They hear us talk about honesty, loyalty, faithfulness, kindness, understanding, chastity, truthfulness, of non-violence, of working together, and of respect for personality. And then they see on every T.V. screen what mankind is doing. The virtues do not make for dramatic action. And the news releases—what we have done to this world is ghastly. But what of the impact on the inexperienced mind which hasn't yet learned to ignore, to choose, or not to see? How can we help?

Talking things over with a wise counsellor who has standards and lives by them is of immense value. I don't mean teaching by lecturing, but talking over what happens, helping campers to weigh and judge. Communication is not always easy. There are such big gaps between campers and adults these days, gaps in language and ideas. I saw a comic situation on T.V. yesterday where one French-speaking person had to talk with an English-speaking one. There was no interpreter, but a man was found who could speak French and German, another German and Spanish, and a third Spanish and English. Conversation had to travel up and down this line. Sometimes I feel that the director is as far away as that from the camper. As I speak down the line to the section head, the counsellor, the camper, I must be very sure that we are communicating. (Of course I can try to learn the language and speak it.) Such communication can only come with trust and friendship, sympathy and understanding. It takes infinite patience, and more leisurely living than we are accustomed to, but I think it would be worth it.

Everybody will need self-confidence and courage in this world that is about to be. Both of these are the results of inner security. What have I done about that this summer? Inner security comes gradually: Through achievement as a result of learning skills and carrying out projects. (That is comparatively easy to engineer.) Through making friends—some can and some can't. Can we help the latter? Sometimes, not always. Through acceptance of oneself

page 31 please

Sermons Under the Sun

"THE DAY THE MASTER CAME TO CAMP"

by Don Groff, Director of Camping,
Kitchener-Waterloo Y.M.C.A.

(This somewhat different form of Sunday church service was devised and used at Camp Wabanaki this past summer as a means of providing a more imaginative and meaningful form of worship experience for the youngsters and staff members at camp. The illustrations which comprise the narrative were drawn from the experience of the campers at the particular camp in question, and if this service format was to be used, illustrations should be designed to suit the background and shared experiences of the camp and campers in question.)

Narrator: "One day Jesus decided to visit a camp, which He heard was His camp—a camp that respected *truth* and sought it; a camp that respected *love* among those who lived there; a camp which believed in His teachings and sought to follow them."
"And wishing to share in the fellowship of His children, He came to visit His camp."

Scripture Reading: *And the Word was made flesh and dwelt among us, and we beheld His glory, the glory as of the only begotten of the Father, full of grace and truth.*

Narrator: "Upon arrival Jesus was greeted by a staff member busy with his records who hurriedly mumbled a greeting and vaguely pointed the way to a cluster of cabins up on the hill."

Reading: Fellowship Hymns 113, 1st verse—by a camper.

Reading: Life of Christ in Poetry (Association Press Reflection Book).
"If Jesus Came Back Today"—third camper.

Narrator: "Making His way to one of these cabins where voices could be heard, He listened quietly before entering, but to His surprise instead of hearing the carefree plans of young people at play, He heard plans for playing tricks on a camper in the cabin, who did not seem to fit in with the rest. He walked on by without entering. He knew this could not be a group within His camp."

Scripture Reading: *And the King shall answer and say unto them, Verily I say unto you, Inasmuch as ye have done it unto one of the least of these, my brethren, ye have done it unto me.*

Narrator: "Walking away from the cabin, and rounding a corner, He heard a sobbing and found there a young boy. Upon questioning him He found that the boy was lonely, that he had been unable to join in activities because he was frightened of the water. Jesus took him by the hand and went with him to the waterfront and there tried to find someone who understood and would give time to him, but He was promptly told that all activities were booked—perhaps tomorrow. The boy sauntered sadly away, and Jesus knew that this was not His camp."

Scripture Reading: *That ye may be the children of your Father which is in heaven: for he maketh his sun to rise on the evil and the good and sendeth rain on the just and unjust.*

Narrator: "With that the dinner bell rang, and He was certain that He would find His camp at the dining hall. Once the people were seated and Grace was sung, He proceeded to speak to someone to ask what He was to do? To ask what the procedures were? But He was rudely jostled by a table setter rushing to be served. Finding a place at one table He waited for someone to offer Him food, but instead was handed an empty bowl. The plates of those around Him were filled."

Story: (On the plight of the hungry of the world)—by a camper or staff member.

Offering: (To be taken up following the story and with little announcement.)

Narrator: "Following dinner, He walked by the peaceful lake shore wondering at the beauty around Him, and still seeking the way to His camp. He saw a group of people crouched by a tree watching something, and He approached them to share in their discovery. But as He drew near He saw that their interest was in a snake, whose head had been cut off and which was squirming in its last death throes."

Choir: Singing "This is My Father's World."

Narrator: "In bitter disappointment, He turned, feeling He had somehow missed the trail and was not to find His camp on this visit.
"Suddenly, however, He felt a small hand steal into His, and looking down he met the gaze of complete trust in the face of a youngster. Then suddenly He saw another beckoning to Him, offering to be His guide. And with that, a group of young leaders sitting in a discussion called to Him, asking Him to join them and to offer His advice on the item, which they were discussing—and Jesus knew then He had found His camp.
"If He came to this camp today would we know Him? Would He know us? Would He find His camp here?"

Hymn: "O Master Let Me Walk With Thee"—sung by congregation.

Benediction: (Read or recited by a camper or staff member.)

"O Lord, as I wander from this place,
Help me to know you face to face,
Help me to see where you have trod,
To know your footsteps on the sod.
Let me as I upon you gaze,
Know we are meeting face to face."

(As mentioned previously, the illustrations and the interspersed readings, hymns, etc., can be changed to suit the occasion and the camp setting in which the service is to be used. The effectiveness of the entire service will depend upon the effective presentation by the narrator and those participating in the various parts of the service. For greatest effect, the participants should not be announced, but should be coached in advance, and should rise to take their part as the narration calls for it.)

THE CAMP STAFF MANUAL

Session at Ontario Camping Association Conference
9 a.m. Friday, February 26, 1965. Participants:
Don Groff, Bruno Morawetz, Fred Dier

DEFINITION

A STAFF MANUAL is a booklet prepared by the camp for the purpose of informing its future staff about the camp and their role in it.

REASONS FOR USING A STAFF MANUAL

1. Orientation of staff (especially new members) to the physical features of the camp.
2. Interpretation of traditions, philosophies, objectives and emphases (i.e., of the camp and of the camping movement).
3. Sharing of information about procedures, regulations, job expectations, organizational structure, schedules, routines, etc.
4. Preparation and training for job performance and basis for pre-camp training.
5. Avoidance of frustration, confusion, misunderstanding and apprehension arising from lack of communication.

MOST STAFF MANUALS CONTAIN:

I GENERAL

Table of contents
Purpose of Manual
Foreword, welcome

II FACTS ABOUT THE CAMP

1. *Locale*
   —directional map to get there
   —sketch of site showing trails, program areas, buildings, etc.
   —description of special features of the setting
   —special problems which site gives rise to (communications, etc.)
2. *Traditions, Philosophy, etc.*
   —statements outlining and interpreting these
   —statement relating camp's objectives to the camping movement and its philosophy
   —brief historical sketch of the camp
   —explanation of role that camping plays in the total program of the sponsoring organization, where such exists
   —explanation of special emphases in program, procedures, etc., as they arise from the background, tradition and philosophy of the camp.

3. *Procedures and Regulations*
   - —for administration, staff meetings, etc.
   - —for emergencies, safety, waterfront, use of boats, etc.
   - —for routines, typical day, typical week, Sunday programs
   - —for programming, special events, etc.
   - —for inter-camp relationships (e.g., O.C.A., canoe tripping, etc.)
   - —for use of camp vehicles, equipment, etc.

4. *Organizational Structure*
   - —channels of communication
   - —supervisory relationships
   - —co-operative relationships
   - —future staff opportunities

5. *Personnel Policies*
   - —sickness allowance
   - —employment and dismissal procedures
   - —salary scales and payment procedure
   - —travel to and from camp, charges for laundry, etc.

III WHAT THE COUNSELLOR NEEDS TO KNOW

THE ART OF COUNSELLING

1. *About the Camper*
   - —why he comes to camp
   - —what he is like at each age level
   - —his needs by age groups
   - —common behavioural problems and their "solutions"
   - —health needs (danger of fatigue)

2. *Leadership*
   - —Do's and Dont's of counselling
   - —what makes a good leader
   - —what makes a good counsellor
   - —camper guidance
   - —need for self-discipline, personal habits, rest requirements
   - —importance of example

3. *Discipline*
   - —meaning of discipline
   - —what kinds of punishment, if any
   - —factors in group discipline
   - —building of *esprit de corps*
   - —Do's and Dont's of discipline

4. *The Cabin Counsellor*
   - —special qualifications
   - —cabin routines (rising, ablutions, meals, clean-up, rest-hour, parent letters, parcels, prayers)
   - —duties before campers' arrival
   - —rainy day activities, books, stories

5. *Counsellor Duties*

—night patrol
—life guard
—evening snacks
—records and reports
—relation to all-camp programs

6. *Privileges*

—evening snacks
—laundry facilities
—tuck shop
—recreation areas
—program (swimming, crafts, riding, skiing, boats, canoes)
—time-off (days, nights, daily period)
—staff car, if any

7. *Public Relations*

—procedures for visitors (anytime, special days)
—deportment on days off
—consideration for cottagers, neighbours, nearby communities

8. *Awards available to campers or staff*

—requirements, standards of various camp activities and their awards

9. *Preparation before camp*

—what to read—bibliography
—what to prepare—rainy days, games, campfire programs
—what to bring—clothing, bedding, equipment, medical certificate

10. *The Intangible Rewards*

—the unique nature of camp life
—satisfaction of a worthwhile job
—building of lasting friendships
—investment in personal health
—gratitude of campers and families

IV. SAMPLE FORMS USED AT CAMP

—test sheets (swimming, canoeing, camp crafts, etc.)
—tripping reports, what to take, hints for safety

—parent reports, reports to section heads, etc.
—counsellor evaluation

V. JOB ANALYSES

—program director
—section head
—specialist, assistant specialist
—activity counsellor, assistant
—cabin counsellor
—C.I.T. program

VI. THE MANUAL AS REFERENCE MATERIAL

—list of games and activities
—rules for games
—first-aid knowledge

VII. APPENDED LITERATURE

—from O.C.A. ("Canoe Trips" by Irwin, "Canoeing" by Kirk Wipper, "The Happy Camper" by Miss Govan, etc.)
—from Department of Health, Ottawa: pamphlets on behavioural problems, fatigue, etc. (Free)
—from Plymouth Cordiage Co., 4195 Dundas St. W., Toronto: "Useful Knots"
—reprints of *Camping Magazine* (U.S., C.C.A.)
—Department of Transport: "Safety Afloat"
—Reader's Digest: "Nobody Needs to Drown," on drown-proofing
—"Town Talk for Counsellors"

VIII. HINTS FOR PREPARING MANUAL

—bind in stiff, loose-leaf cover
—do not overcrowd pages, leave ample space between sections
—use simple language
—be brief
—use different coloured pages for different sections (compulsory material, reference material, basis for pre-camp training)
—the tone of the Manual sets the tone of the future counsellor

——•

REPORT . . .

His theme:

of an address presented at the Ontario Camping Association Conference of 1965 by Allan Goldenberg, Recreation Supervisor, Township of North York Parks and Recreation Department. His theme:

The Day Camp Counsellor

What is a Day Camp? **By definition Day Camping is an organized group experienced in outdoor living on a day by day basis and under trained leadership. As the name implies, children travel to this camp each day for a period of one or more weeks. Day Camping should mean intimacy with a small group in the quiet beauty of the woods. Baseballs and paper crafts have no place there.**

We know why the camper is at Day Camp. Let us now try to find out what the Day Camp can do for him.

1. Day Camp provides a first-hand, stimulating experience in the appreciation of nature.

2. It teaches him respect for the rights and opinions of others through group living.

3. It adds to his social and emotional growth by being co-educational. As you know many resident camps operate separate periods for boys, a separate period for girls. While this is not to be condemned, there is definite merit in having young children camp together on the same site. Many activities are operated separately **BUT** the children do travel together, do hold council together and do enjoy many special events together.

4. Day Camping develops camping skills and an aptitude for resident camping.

5. It provides an opportunity for closer family relationships. When the camper heads home each evening he is filled with the excitement of the day's new experience. Perhaps for the first time in his life, he can contribute to the family's supper conversation and be the centre of attraction as Mom and Dad get the low-down on camp. For once, Junior will have something all his own to be proud of, and certainly his parents will be interested in this new life which he has found. Finally, the Parents' Nights event of each period will highlight the family aspect of Day Camp.

6. Day Camp is structured so that the campers have a share in the planning and are helped to develop self-discipline and creativity.

7. Day Camp provides fun and adventure, two major values of Day Camp from the camper's viewpoint.

So that a camper may gain the most from the Day Camp, the camp must, in its philosophy, reflect all the forementioned objectives, values and entities which combine to form the complete definition of Day Camping as previously mentioned here.

Now the problem is to determine what the sponsoring body's actual philosophy is: Does it have a purpose and is the purpose in keeping with definition of day camping? Does the programming in your Day Camp contribute to the achievement of this pur-

pose? Not enough attention is paid to the relation of programme to purpose. This often leads to unclear goals as to the "why" of the programme, confusion and frustration among the staff and often duplication of services among several organizations.

If the philosophy and resultant programme are those which have been described as desirable, let us assume that the proper Day Camp site has been selected. The ideal site is far enough removed from populated areas so that the child is "captive" for the day. Privacy is essential if the objectives of Day Camping are to be met. Just being out of sight of such distractions as residential areas or public picnic grounds will not provide the seclusion required.

The Day Camp programme requires a natural setting with: a wooded area; a clearing or open area; a hill or uneven contours; and perhaps a stream.

Several factors should be considered when selecting the site. These include: the distance from populated area; the accessibility; some means of constant communication; the safety of the child; the facilities (that is, shelter of some kind in case of rain, storage space, fire building area, council ring).

After working out a Day Camp's objectives in line with the sponsoring body's objective and purposes, and in keeping with sound philosophies of Day Camp, the staff, in the final analysis, determines whether or not a child's Day Camp experience is valuable or valueless! Let us now look at the Day Camp staff as the major determiner of values.

REMEMBER:

1. *Staff determines whether programme is a means or an end.*
   (a) Staff determines whether, for instance, winning is more important than the development of children.
   (b) Staff determines whether programme is seen as a way of meeting individual needs and interests.
   (c) Staff determines whether programme is "laid on" or developed (or both) by the group.
2. *Staff determines the importance of the individual.*
   (a) Is the "different" camper allowed to go or must he conform, or is he ridiculed?
   (b) Are activities planned on the basis of who is participating (e.g., children who are overweight, short, tall, young, etc.)?
   (c) Are individual differences recognized?
3. *Staff determines the Educational Content and Methods.*
   (a) Are teachable moments recognized?
   (b) Are opportunities given to campers to make choices and even make mistakes?
   (c) Is the group seen as a medium for education?

Now then, how do we select the staff member who is our "determiner" of values?

In a person with an approximate age of sixteen we look for the following minimum qualifications:

1. Emotional maturity and constructive attitudes.
2. Good health, vitality and a pleasant personality.
3. Enjoyment of outdoor living.
4. Liking for children and the ability to understand the needs of the campers and the camp ahead of personal desires.
5. Ability to work as a member of campers, placing the needs of the a group.

6. Interest in contributing to the achievement of the objectives of the camp.
7. Good moral character and integrity.
8. Particular skills and abilities for the specific responsibilities they are to carry.
9. Enthusiastic initiative.
10. Previous leadership experience in Day Camping or a related activity.

Let us now assume then, that based on these minimum qualifications, we have hired our Day Camp counsellors. Our next step will be to ensure that he fully realizes:

1. his position and title
2. to whom he is responsible
3. general responsibilities
4. specific responsibilities
5. extent and limitations of authority
6. relationship to other staff and to campers or, in other words:

HIS ROLE AS A COUNSELLOR

For example, the senior Day Camp counsellor employed by the Township of North York is supplied with the following outline of his duties prior to the commencement of employment.

DUTIES:

1. Plans and prepares, in co-operation with the Camp Director, the daily programme for the group for which he is responsible.
2. Supervises the campers on buses travelling to and from the camp, and on other trips.
3. Provides leadership to camp groups in nature lore, archery, campcraft, handicrafts, singing, hiking, tent improvement, games and special camp events.
4. Supervises campers in transit to swimming pools, in dressing rooms and assists Swimming Instructors during classes, if requested.
5. Attends and participates in Parents' Nights.
6. Attends camp staff meetings, participates in the planning of the total camp programme and assumes responsibility for operation of the programme.
7. Conducts himself in an exemplary manner at all times.
8. Performs such other duties as may be required by the Camp Director.
9. Attends and helps supervise camper sleep-outs.
10. Assumes total responsibility for group while away from campsite on hikes, cook-outs, etc.

Once the counsellor has been provided with this detailed job description, the administrator should, at that time, make very clear the limits and relationships under which the counsellor will function for the duration of his employment. These limits must, of necessity, be formed as a result of the previous experience and philosophy of the governing body with relation to staff supervision.

Too many directors are found with problems which ultimately result with a counsellor saying "I was never told not to!"

Staff training plays a major part in the success of the Day Camp. Its importance is such that it is never stopped but involves both pre-camp and "on-the-job" aspects.

The pre-camp training should be planned in co-operation with the group leaders. Such a course includes the following topics:

The benefits of Day Camping; camp government and discipline; child characteristics and behaviour; health and safety; programme planning; developing a group spirit; inter-group activities; parent-staff relationships; staff ethics; records and reports; the use of natural resources.

Some of the training should be done on the camp site or under conditions similar to those that will be experienced during the camp period. In this way, a first-hand knowledge of the site can be learned by exploration. If specialized training is completed out of the community, all material used should be adapted to local conditions.

I would like also to say a few words about manuals.

Every year many of us hand our counsellors a Day Camp manual containing a section of suggested activities. These activities remain the same year after year. This lack of imagination on the part of administration is transferred to the counsellors. A majority of the counsellors are content to take this manual and use this alone as their programme for the summer. They become confident leading these "old stand-by's" because there is really no teaching involved. The children already know them and are likely tired of them. Help them to have enough confidence in their teaching ability so they enjoy presenting new games and ideas.

Rather than giving them games to teach, teach them to create games. Teach them how to vary programme and make it come alive. Instill in them the desire to see children having fun while developing mentally and physically. Do this by making them use their creativity in the training course. Prove to them that they can do it, and then make sure they carry it over in the Day Camp.

The true value of pre-camp training will become evident after staff members have had an opportunity to test their knowledge with practical application. It is important to continue this training during the camping season. This then brings us to "in camp" training:

1. Planned, entire-staff "once a week" session, used for clearances, announcements, questions raised, sharing experiences, exchanging and expressing points of view, planning for the future.

2. Formal training sessions for special learning, specific skill learning.

3. On-going staff performance evaluations: informal or formal; in all cases, they are private; where feasible, evaluations should be written, read and signed by staff member; and be accompanied by an opportunity for discussion of the contents by the evaluator and the staff concerned.

4. On-the-job supervision: Counsellors are apt to use the same attitude and procedures with the children that the director uses with them. If the children are to learn from counsellors the habits needed for democratic living, the staff and the director must learn and practise them also. The director must give careful study to the needs of each individual on the staff, being careful, however, not to "pigeon-hole" a counsellor and forget that his needs are changing. Sensitivity and insight are the major keys to effective counsellor guidance.

We can easily see the importance of supervision in on-the-job training. Let us now look at some aspects of supervision as related to the Day Camp director's role.

The director cannot think of everything himself. We must, therefore, be prepared to use the ideas of others. To use them, he must get them. In order to get them he must adhere to the following principles:

1. He must learn to listen, to understand;
2. He must recognize his own prejudices;

3. He must recognize that his staff sometimes hear only what they want to hear;
4. He must question carefully;
5. He must be sensitive to others' feelings, attitudes and motives.

The director must recognize poor work habits and know how to change them if effective work is to be done. He must:

1. Watch the work pattern;
2. Replace bad habits;
3. Start new people correctly;
4. Explain reasons for changes;
5. Set a good example;
6. Get participation in improvements.

We live in a competitive society, and certainly many of the good things we enjoy are as a result of this—we are competitive by nature. The municipal department may be somewhat more restrictive in competitive reward than the private organization—but the competitive spur can be used. Let them know they are competing—offer incentives, even if they are only symbolic. **Ask for** extra effort. All of those methods of supervision can fail where there is no effective discipline. Those who fail must be disciplined, which means they must be criticized; and there is a right way to criticize:

1. In private;
2. In a friendly way;
3. Praise first to take away the sting;
4. Approach the counsellor through his interest in improving himself;
5. Make your criticism constructive;
6. End with a pat on the back.

Where discipline is required we must realize that discipline:

Implies rules, not personal desires;

It implies correction of error in a situation;

Should not damage previous delegation of authority—we are concerned with **what** is wrong, not **who** is wrong;

It must entail equity and dignity.

We have mentioned delegation, but we must realize the act of delegation does not remove ultimate responsibility; from now on a level of supervision becomes necessary.

There is no need for a conflict between supervisory and counselling staff because supervision must not be interference, nor must it be spoon-feeding. The actual function of supervising needs additional knowledge and skills. Some of these are:

Knowing the staff and understanding their attitude;

Giving clear verbal instructions and making certain that complexities are in writing;

Avoiding negative orders;

Using the same staff techniques for volunteer counsellors. We feel that volunteer counsellors deserve to be criticized under the same fair criteria as paid counsellors.

As you can now see, we have outlined the following vital aspects of day camping: Philosophy, Site, Programme, and Staff, with a view to showing how these aspects can build a successful camp and therefore give the camper an opportunity to gain the most from his stay.

Now to continue, let us look at the problems which are unique to the counsellors and supervisory staff of day camps.

First, let us deal with management problems. These include:

Procurement and hygienic storage and disbursement of water and milk;

Daily sanitary disposal of garbage;

Difficulty in procuring specialist staff because of the short work period offered;

Little permanency of sites because of rapid urban growth, resulting in one of three situations:

1. Acceptance of a "second best" site which could result in alteration of programme and philosophy;
2. No camp at all;
3. Little opportunity for staff to fully develop all the possibilities of the site over a period of years (e.g., each year new council circles must be made).

Now let us turn our attention to the unique problems of the day camp counsellor.

Because a day camp operates a shorter daily programme, the counsellor encounters difficulty in fully knowing and understanding his campers, which naturally hinders the establishment of a truly beneficial camper-counsellor relationship.

Because of limited facilities which in most camps consist of small group tents, continuing bad weather can present programme difficulties for the staff.

Because of the proximity of the child to his home and parents, all daily activities can become conversation pieces in the home, resulting in a greater responsibility for the counsellor to always provide a healthful and happy atmosphere from which to send the camper home each day. There are, however, certain developments over which the counsellor can exercise no control, as in the case of the camper blowing a problem or situation completely out of proportion in relating it.

The camper also has the choice of staying at home or coming to camp each day. Unlike the child at resident camp, he is not a "captive" camper.

There is one final problem which the child's proximity to the parent presents. If the child is experiencing problems or has a bit of "wanderlust" in him, he is more likely to strike out for his parents or for greener pastures from the day camp, than he is from the wilderness-centred resident camp.

In day camps where specialists are employed for skill teaching, individual counsellors see and know less of their group members. At resident camp, the counsellor who sees little of his charges during the day is, nevertheless, with them at mealtimes and during evening programme.

Because of the generally accepted day-camp practice of training leaders as C.I.T.'s at no charge, a good deal more of the day camp C.I.T.'s time is spent in training and learning by example. The paid counsellor being observed and assisting in the training has a major share in this training and the extra burdens it brings with it.

Where a municipality operates a day camp, the staff person is often seen by the public as a "part-time" civil servant; and as such, unfortunately, he is more vulnerable to public criticism than is his counterpart at resident camp.

Finally, some day camp staff look for the romance and traditions inherent in resident camping. When they fail to find it, they cannot accept day camping as such, resulting in disappointment and ineffective work.

Now that we have run the entire gamut of day camping from the camp to the staff to the camper, undoubtedly we can see the uniqueness and the values of this new and ever-growing aspect of our Canadian heritage which we recognize as the Day Camp.

—●

REPORT . . .

of an address presented at the Ontario Camping Association Conference, 1965, by Ron Johnstone, Director of Camp White Bear, Temagami, Ontario.

His theme:

Future Staff-in-Training Now

"A training programme properly carried out IS expensive, but well worth both the time and the effort. You get a full year of evaluation before you trust these budding experts with your most valuable commodity . . . your campers."

This was Mr. Johnstone's opening statement, to be followed by the explanation that for the purpose of his discussion he was considering anyone who is a C.I.T. in the process leading to full leadership responsibility in camp; i.e., those who pay part fee; those who pay nothing; those who receive some kind of honouraria.

So . . . how are these budding experts selected?

"A counsellor, because of his or her influential position with youngsters, needs to be a well-rounded and well-adjusted person. He or she must have as a working background some knowledge of the history, philosophy and objectives of camping. He or she must know and appreciate, in detail, the camp philosophy and immediate and long-range objectives in camping.

"Counsellors must come to understand people and appreciate their varying personalities and characteristics. These trainees need personal skill in one or more camp activities, as well as the Know How in teaching others. Above all, since camping is basically an out-of-doors adventure, they must have the camping and woodcraft knowledge and skills necessary to live comfortably, happily and SAFELY in that same out-of-doors.

"Now, do we take everyone who applies? Do we just let campers grow into the place of being too old for the camper role, so that, naturally, they will HAVE to be C.I.T.'s?

"Or do we invite our older campers and others we feel will develop into the kind of person we want to work with our campers?

"How many do we accept? Ideally, about twelve to sixteen. I use eight because of accommodation and the camp setting that I have. Of the eight, four will be invited back the second year to continue into the second year of the programme. I believe that it should be a **formal,** as compared to **informal,** education experience. Generally our camping programmes are informal e d u c a t i o n experiences.

Osmosis is not good enough when you are training your staff.

"We have the ideal laboratory for teaching. The programme is carried out in a camping environment. Prospective counsellors can see and observe the things they discuss put into practice under actual camping conditions.

"We should be using every teaching method available to us. Diverse teaching methods keep interest alert and make for thorough learning as they appeal to the visual-minded, the auditory-minded, and those who learn by doing or actually experiencing.

"Who will your Instructor or Staff Counsellor be? Obviously, your most mature and best skilled teacher-counsellor. His or her job is one of counselling, instructing, and above all else, one of organization, utilizing the rest of the camp staff and the skill experts, arrranging for visits from the experts . . . the Fire Warden, the Visual Aid expert, the Swimming Examiner, the neighbouring Camp Director.

"In close consultation with you, he will organize and develop the Curriculum. He will be the guiding light in the group experience of these young people. He will be the guiding light in the recreation and the project planning and individual counselling.

"He will utilize all teaching techniques available:

(1) Round table, panel and class discussions growing out of talks, outside reading or assigned topics.

(2) Special reports involving groups or individuals.

(3) Teacher, group or individual demonstrations.

(4) Special projects: collecting camp poetry, songs; making camp equipment; waterproofing bedrolls and matches; lighting fires by friction; living off the land for a meal; craft work, and so on.

(5) Bulletin board displays, changed frequently and on schedule by group members. He will teach methods of making bulletin boards attractive and eye-catching, using coloured paper, coloured thumb tacks, headings, etc.

(6) Use the visual aid slides, instruction boards, and other such assists now available.

(7) Exhibits of camp books, model campsites, arts and crafts, nature lore, camping and woodcraft skills, tools, and so on. These can be used for their own group teaching, but also for demonstration projects for the campers themselves.

(8) Schedule periods for practising their camping skills: canoeing, life saving, swimming instruction, riflery, archery, horsemanship, with the emphasis on "how to teach."

(9) Make available a good bibliography on all phases of camping.

(10) Planning and participation in their own group cook-outs, over-night trips, long canoe trips, again from the viewpoint of "you will be leading a trip of this nature next year." This also affords the democratic process in planning programme, food, equipment, duty charts, menus, again actual on-the-spot practice for next year.

(11) Making a looseleaf note book and scrapbook on all phases of camping.

"Along with all this is the most important aspect of the training sessions: the discussions and lectures on such topics as:

How Groups Function
Basics of Leadership
Personality Development
The Individual and How He Develops
Working with Children
Working with Teenagers

"To do it properly, you must be willing to take the time, the staff and the effort necessary to a successful college course in a summer setting."

—●

FORUM

A CAMP ADMINISTRATOR'S CONFERENCE
and the
ANNUAL MEETING OF THE CANADIAN CAMPING ASSOCIATION
will be held on

FEBRUARY 10, 11 and 12, 1966

The Place— **Vancouver, B.C., in famous Stanley Park.**

The B.C. Camping Association and the University of B.C. will co-sponsor a three-day conference in Vancouver on February 10, 11, 12, 1966. The Community Programmes Branch of the Department of Education is also lending support to the conference.

Who is it for? CAMP ADMINISTRATORS, CAMP COMMITTEE PERSONNEL and SENIOR STAFF.

What will be the Theme? THE CAMPER—His Needs for Tomorrow.

Keynote speakers and consultants—A Sociologist, a Psychologist, an Educator, a Parent, and Campers themselves.

These people will set the stage of the conference so that a thorough assessment of the camp programmes can be made in the light of these needs.

CANADIAN CAMPING ASSOCIATION ANNUAL MEETING AND BANQUET

The annual meeting of the C.C.A. will be held on Thursday, February 10, along with a National Luncheon hosted by the B.C. Camping Association. At this time a guest speaker will present "Controversial Issues in Resident Camping," which should further set the stage for group discussions later.

Fringe benefits: Among the conference highlights will be—

Displays from our Commercial members.
The showing of new films.
Book displays.
Equipment displays.
Social events.
Slides on camping in B.C. and in other parts of Canada and U.S.
Sight-seeing in and around Vancouver.

PLAN NOW TO ATTEND AN OUTSTANDING CONFERENCE OF THE KEY CAMPING PEOPLE FROM ALL PARTS OF CANADA AND THE U.S.

PROVINCIAL CONFERENCES:

QUEBEC CAMPING ASSOCIATION: Conference to be held at the Queen Elizabeth Hotel, Montreal—February 24, 25 and 26th.

ONTARIO CAMPING CONFERENCE: Conference to be held at the Inn on the Park in Toronto—March 17, 18 and 19th.

—●

THE CAMP LIBRARY SHELF

CANADIAN LIFE SAVING MANUAL OF THE ROYAL LIFE SAVING SOCIETY, CANADA

The camping community should welcome this magnificent publication comprised of five volumes, each concerned in a systematic manner with the complex problems of preventing accidents and dealing with emergencies.

The titles indicate the scope of this up-to-date presentation:

Vol. I The Canadian Life Saving Programme
(Philosophy, History and Awards)

Vol. II Swimming, Strokes and Skills
(Pre-requisites to life saving)

Vol. III Water Rescue

Vol. IV Resuscitation

Vol. V Proficiency Skills, Dives and Games

The material in each of the above is advanced and revised, incorporating new technical information and maintaining a consistent philosophy throughout. Perhaps the most significant forward step lies in the primary position given to basic non-contact rescue as opposed to contact rescue. The basic rescue with all its variations is clearly defined, leaving no doubt as to the Society's position on this subject.

By including explicit relevant theory, the editor-author, Dick Carlton, is successful in describing "why" as well as "how" in presenting techniques which embrace all the awards of the Society. With such a resource available, the reasoning process should become part of every period of instruction and, to some degree, of each examination held.

No camp waterfront or any other waterfront situation should operate without this new manual, which is the most complete technical reference in life saving that is now available. It represents the experience and thought of many qualified people dedicated to the cause that is contained in the motto of the Society:

WHOMSOEVER YOU SEE IN DISTRESS, RECOGNIZE IN HIM A FELLOW MAN.

Copies may be obtained from the Royal Life Saving Society, Canada, 550 Church Street, Toronto 5, at $3.50 per set, complete with binder.

Kirk A. W. Wipper,
National Technical Chairman.

A CHRISTMAS WREATH OF VERSE

by Mary S. Edgar

Friends of Miss Mary S. Edgar will be pleased to know that she has written a book of verse under the title, A Christmas Wreath of Verse. Miss Edgar has captured some of the mystery and joy of the Christmas season in this attractive little book. Through

page 31 please

OUR FRIENDS . . .
The Advertisers

American Camping Association 6
Continental Casualty Co.— Outside Back Cover
T. Eaton Co. Ltd. 3
Foodcraft Laboratories Ltd. 7
Galloway Corporation 6
Gibbons Foods Ltd.....Inside Front Cover
K & N Travel Service 8
Parents' Magazine 7
Redbook Magazine 4
Stafford Foods, Ltd. 4
Starkman Chemists Ltd. 8
Tandy Leather Co. 8
Tom Taylor Co. Ltd. 30

HELP WANTED

Full-time Camp administrator and director to operate children's summer camp.

BOX 730, CANADIAN CAMPING,
170 Bloor St. W., Toronto 5, Ont.

Fully experienced, mature camp director and administrator required to take charge of small, established girls' camp in Ontario. Winter address in Toronto. Female preferred. Excellent opportunity for right party.

BOX 731, CANADIAN CAMPING,
170 Bloor St. W., Toronto 5, Ont.

CLASSIFIED ADVERTISING RATES:
Twenty cents a word, minimum five dollars. All classified payable in advance. Address all correspondence to "Canadian Camping", 170 Bloor Street West, Toronto, Ontario.

from page 10

—The formation of a National French Section of the Association has been approved in principle by a majority vote of the branches. A committee, under the chairmanship of Bob Lazanik, is working out details and will present a report at our next Annual Meeting. We are pleased that things are working out so well in this regard.

—During the past summer a number of our member camps undertook Intercultural or Intergroup Camping projects. We know that there are others who would like to explore further the possibilities of such an undertaking. During the past few months your executive has been gathering information on projects and is presently exploring ways to bring together interested Directors for an Evaluation and Training Seminar.

Mrs. Lorne Brown,
President.

—•

BOAT ACCESSORIES
for every type of Water Craft

A complete line of equipment for every marine need carried in our showrooms —

SAILS - HARDWARE - ROPE - CANVAS - PAINTS - VARNISHES
GLUES and COMPOUNDS, Etc.

TOM TAYLOR LIMITED
The Best in Quality and Service
81 Front Street East **EMpire 3-8761-2** **Toronto, Ontario**

Library Shelf

the generosity of Miss Edgar, profits from its sale will go to the C.G.I.T. 1967 Centennial Camper Exchange Project. The book sells at $1.00, and may be obtained from The Department of Christian Education, Canadian Council of Churches, 40 St. Clair Avenue East, Toronto 7.

FELL'S GUIDE TO CAMPING AND FAMILY FUN OUT DOORS

by Nancy Cleaver

This interesting book, recently published, is full of ideas on projects for boys and girls at camp, and contains delightful chapters on nature lore, plus a guide to the heavens in all seasons.

The author (Evelyn Craw) is well known as a former leader in several private and organization camps in Canada, also at camp conferences. A glance at the chapter-headings suggests the practical nature of the contents, such as Camping Adventures; What's Cooking?; Keep Everyone Safe and Well; The Sky, by Day and Night; Nature Lore Projects; Avoid Accidents; Games, Quizzes, etc.; Creative Hobbies; Three Vacation R's; Summertime Praise. The book, published in New York, is available at Ryerson Press, Toronto. $6.25.

M.S.E.

"CAMPING HOW-TO KIT"

The Fitness and Amateur Sport Directorate of the National Health and Welfare Department announces the next in its series of "How-to Kits—Camping."

A 16 m.m. colour film and four 35 m.m. colour film strips, along with a manual, comprise this very informative and stimulating resource for the camping field. Produced by the National Film Board, and the Federal Department of Health in co-operation with the Canadian Camping Association, these materials are valuable aids in stimuating interest in camping and in the training of leaders for organized camps.

The four film strips deal with topics such as equipment; camp sites; fires and cooking; and canoeing; as skills basic to a satisfying experience in camping.

Copies of the film, film strips, and the manual are available from our Canadian Camping office, and from the Quebec Camping Association office (French version). These have been generously provided free of charge by the Department of Health.

A special thanks to Jack Pearse and Don Groff for their part in acting as consultants for our Camping Association.

—●

---

from page 13

—a friendly, understanding adult can lead the way by accepting the camper for himself. It has been done and will be done again. Then there is a philosophy of life which provides a purpose, a reason for being. In my case I find this in and through religion. We cannot give another person religion; that is a matter between himself and God. But we can provide a groundwork of knowledge; we can make opportunities for worship and meditation; we can use stories, and poetry and music and appreciation of the world around us, to feed the spirit.

Two weeks? One month? Even two months? How can we? Why should we? Aren't there schools and churches and homes which should be doing this? What can a camp director do? Never, never underestimate the impact of the summer camp experience. Even one period of camp in a lifetime has a far greater influence than can be estimated by computers! —●

Since 1954 campers have been paid over one quarter of a million dollars from this plan. Benefits paid are increasing each year — proof of the need for your CAMP-GUARD plan.

*A choice of plans for all organizational, church and private camps providing broad medical expense protection for each accident and each sickness at low cost group rates for both campers and staff members.

Put CAMP-GUARD on your programme. Display this symbol and let parents know your camp is covered. This symbol of outstanding coverage assures them you take added interest in your camper's welfare, by providing a CAMP-GUARD accident and sickness plan.

Your local insurance agent will help you choose the right plan for your camp; or write our nearest office for full particulars.

this CAMP is PROTECTED by CAMP-GUARD ACCIDENT and SICKNESS INSURANCE

DISPLAY THIS SYMBOL

STICKERS AVAILABLE FOR YOUR STATIONERY

CONTINENTAL CASUALTY COMPANY

Suite 401, 1281 Georgia St. West
VANCOUVER 5,
MUtual 4-6381

160 Bloor St. East
TORONTO
924-4692

2100 Drummond Street
MONTREAL
VIctor 9-5303

Suite 660, 1 Thornton Court, EDMONTON, GA. 4-7322

202-209 Notre Dame, WINNIPEG 2, WH. 3-8723

Suite 403, 600 6th Avenue S.W., CALGARY, AM. 3-1937